

	Middle Years Programme	Form F3.1
	Moderation coversheet: Subjects	

Please complete a copy of this form for **each** folder of work submitted for moderation.

Please ensure that the material being submitted for moderation conforms to the requirements set out in the relevant subject group guide. All the criteria **must be applied twice** within the folder accompanying this form, unless stated otherwise in the subject guide.

School name: Victoria Shanghai Academy School code: 2634

Student's name/number: Joshua Hui Subject: Maths

The student's work is (please mark box):

<input type="checkbox"/>	comparatively good	<input type="checkbox"/>	average	<input checked="" type="checkbox"/>	comparatively weak
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Nature and title of assessment task		Criteria					
		A	B	C	D	E	F
1. The Bench	Teacher	6			2		
	Moderator						
2. Patterns in Probability	Teacher		3	2			
	Moderator						
3. A Special Matrix	Teacher		3		2		
	Moderator						
4. Test	Teacher	3		2			
	Moderator						

Please use the reverse of this form or separate sheets to identify the conditions under which each piece of work was done (project, classroom test, end-of-term examination, and so on), the amount of support provided, any special circumstances, and general/specific information on the student. Provide any information that may assist the moderators in determining how the criteria were applied.

Name of teacher: Les Millard

March 20,

Signature of teacher: \_\_\_\_\_

Date: 2012

Names of teachers involved in internal standardization for this subject:

Bonnie Luk, Les Millard

Teacher's comments: Joshua is in our Individual Learning Needs programme, and includes mathematics.

<b>Criterion</b>	<b>Grade</b>	<b>General Remarks</b>	<b>Why This Grade</b>
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Criterion	Grade	General Remarks	Why This Grade
Bench A	6	Joshua has used 8 functions to create his bench. However he has not listed these and the function that they serve in the overall design. The design has got functionality although the roof is difficult to follow.	Joshua has used a variety of functions unfamiliar to him and has linked these to create the design. He has made appropriate deductions in familiar contexts. He therefore has reached a level 6. Joshua was inconsistent with appropriate deductions and did not reach a level that would enable him to achieve in the higher band.
	2	The bench project gave students the opportunity to develop strong links to real life situations. Joshua found the opportunity to discuss these links difficult to understand. His focus was more on the software and how he felt.	Joshua did not make a strong and explicit link to real life. His link was tenuous. He did attempt to explain his solution and how it makes sense in the context of the problem. However, once again, it was a weak explanation. Therefore he has achieved a weak 2 and does not have enough links to the descriptors to warrant achieving in the next band.
Prob B	3	Lack of mathematical understanding in many of the questions, combined with his language restrictions have contributed to his lack of ability to achieve a higher level in this task.	Joshua did not consistently apply mathematical problem solving techniques. This meant that he failed to always recognise patterns. He was able to suggest relationships or rules that were consistent with his findings other than in question 5. Therefore he did enough to gain a level 3 but not enough to gain a 4.
Prob C	2	Joshua's lack of language and ability to express his ideas could have played a part in this task.	It was very difficult to follow most of Joshua's line of reasoning. There were many disconnects resulting in confused discussion. Joshua did attempt to use mathematical language, not always accurate in its context. Joshua was successful enough to gain a level 2 but not enough to move into the 3-4 band.
Matrix B	3	Joshua completed all questions but lacked understanding of matrix multiplication during the assessment while demonstrating understanding in classroom activities. This, therefore made finding patterns difficult for him. While incorrect there were glimpses of pattern processing occurring.	Joshua attempted to apply mathematical problem solving techniques to recognise patterns therefore he satisfied the requirements for the 1-2 band. He suggested relationship but had difficulties in creating general rules. He achieved a level 3, albeit weak.

Criterion	Grade	General Remarks	Why This Grade
Matrix D	2	Joshua used to word 'simply' quite often which was used to justify what was almost unjustifiable. A lot of his discussion surrounded the mathematics, not the connections that needed to be made.	Joshua attempted only to explain whether his results made sense in the context of the problem and in connection to real life. While not strong there was enough to achieve a level 2.
	3	Joshua generally is slow to process new and existing information but does stay engaged on tasks over long periods during lessons.	<p>While Joshua makes a number of errors in familiar situations in the 1-2 band he does answer some level 3-4, 5-6 and a level 7-8 questions correctly. Unfortunately for Joshua he sometimes does not understand what is being asked of him as in Q2. He also does not show enough working to give him further credit when his answers are incorrect.</p> <p>A level 3 was awarded because of his ability to correctly answer some questions that are familiar even though he did not always make appropriate deductions when solving simple problems in familiar contexts. It is considered as a weak 3.</p>
	2	Notation was clearly not evident throughout the paper. Joshua wrote minimally, often only writing answers without any 'working' to support his answers.	Joshua earned a 2 as he has a basic grasp of forms of representation throughout the paper. His reasoning, however is often absent and, where present, does not contribute to understanding of process.